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ABSTRACT

The pamphlet describes the system developed at Hull University for providing tutors for adult education, and analyzes the use of full-time and part-time tutors. These tutors are responsible for teaching courses, generally shorter in duration than a standard academic course, and geared for adults not in school rather than for university students. The courses are held in towns and villages surrounding the University of Hull. The primary reason for the use of part-time tutors is economy: part-time tutors are paid a fee per course rather than a salary. Comparisons are made of length of service, and the problems presented by short service are discussed. (MF)

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# Tutors for a University

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Department of Adult Education, University of Hull and the
National Institute of Adult Education

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# FOREWORD

IN the following pages, Professor Styler has thrown light on a problem that has often been discussed in general terms—the proportion of extra-mural education provided by those who can, in a true sense, be considered as experienced specialists in that field of work.

The National Institute of Adult Education welcomes every addition to the still meagre stock of factual information about adult education and is glad to be associated with the publication of this pamphlet.

E. M. HUTCHINSON,
Secretary, National Institute
of Adult Education

# I INTRODUCTION

*Scope and Limitations*

This pamphlet deals with an important aspect of the adult education programme of one university over a period of forty years. From the beginning a card index of tutors, giving details of their class commitments, was kept, has been maintained, and remains intact. If anything like it exists elsewhere it has never been used for the kind of survey that follows. Examination of it makes possible the presentation of the main facts about the supply of teaching personnel, particularly in relation to the duration of their employment.

It should have some value in relation to the provision of training courses for tutors, since it may be assumed that the longer they may be expected to be employed the more likely they will be prepared to accept training. The results are helpful also in the evaluation of adult education since it seems reasonable to think that the longer they are employed the more likely their teaching will be effective.

In relation to evaluation the limitations of the kind of quantitative knowledge a survey of this kind supplies are obvious. Full evaluation would require much more information, especially about the quality of the tutors engaged. While it may be assumed that a tutor who works for a number of years will be better than one who works for only one or two years it is necessary to add the qualification "other things being equal". Good academic qualifications, a good research record and top level teaching ability may be the central reasons why a tutor works in adult education for only a short period. Conversely a tutor with less satisfactory qualifications and abilities may reach his limit in teaching classes year after year. None the less his experience may cause his work to be better as well as more substantial than the tutor who is better qualified but whose contribution is brief.

While a quantitative survey has marked limitations I believe that it is valuable, and brings out points about tutor supply which so far have been given only limited consideration. The information provided shows that it is not only the less well-qualified tutors who stay to acquire substantial experience. I think, therefore, that this survey will justify the general conclusion that the greater the command of experience in the body of tutors available the more satisfactory will be the programme of work in which they are collectively engaged.

*The peculiarities of the Hull situation*

Before the tutor manpower situation is analysed, it is necessary to give the basic facts about adult education as engaged in by the University College and University of Hull since 1928, so that allowance may be made for peculiarities in the local situation.

Firstly the Adult Education Department was the first Department of the University College to be established. This is important because it produced a situation in which a Department comparable in size to that in other university institutions was quickly brought into existence, while the University College remained very small until after it obtained its Charter as a University in 1955. The consequence was, as old hands in the University often say, that in the early days it was a clear case of the tail wagging the dog. But more important was the fact that the number of university teachers in Hull remained small, with the result that the Adult Education Department was forced to depend on the use of part-time tutors drawn from outside the university teaching profession more than would have been necessary in a larger institution.

Secondly the area which the University College eventually established for its extra-mural activities was, at the best, only moderately populated. Hull alone provided a large urban population, which has remained about the 300,000 mark for most of the present century, sometimes a little more, sometimes a little less. No other place had a population of as much as 100,000 although Grimsby and York (in which Hull works as well as the University of Leeds) were not far distant from this figure. Scarborough and Scunthorpe were in the neighbourhood of 50,000, but Sheffield University claimed priority in the latter of these two towns. The rest consisted of small country towns and seaside resorts, villages, and large agricultural areas. Finally the whole area is cut into two parts by the Humber, which is one of the most serious impediments to travel anywhere in England. Perhaps the right view of the University's position, in fact, is that it has two areas, one to the north and the other to the south of the Humber, and a separate organization is required for each.

The chief influences which this geographically large, but moderately populated, area had upon the teaching manpower situation was that in the days before car ownership became widespread, travel was difficult from Hull, the chief centre, where most potential tutors lived. Other institutions in which they might be found were few compared with more heavily populated areas. There are only four Colleges of Education, two of them in Hull, and in the past, outside Hull, Grammar Schools were few in number and usually small. Few

of the learned professions appear to have provided tutors, with the exception of country parsons, who played a notable part in teaching for the Department early in its history.

After its establishment the Department made rapid progress. This was helped by the fact that it was a pioneer in the modern type of university adult education provision. The founders of the University College contained some, including the Right Honorable Thomas Ferens, who provided the original endowment with which it started, who had been associated with Cambridge University Extension activities in Hull. Therefore they put extra-mural work as one of the priorities of the University College but thought of this more as Extension courses than work in collaboration with the W.E.A. Professor T. H. Searls, the first head of the Department of Adult Education, came to his post from the secretaryship of the British Institute of Adult Education, which caused him to take a wider view of the possibilities of university adult education than those prevalent elsewhere. A consequence of these facts was that the post-war changes in university adult education, summed up by J. W. Saunders as 'University Extension Renascent',[1] were not changes for Hull. Although after some initial difficulties, good relations were established with the W.E.A., Extension always played a major part in the programme of the Department of Adult Education, which from the beginning was committed to collaboration with any voluntary associations which were interested in adult education.

*Phases of Development*

Since the scale of provision determines the need for tutors the main facts about it need to be given. Four periods, 1927–39, 1939–45, 1945–60 and 1960–68 are sufficiently distinct to be treated separately.

*1928–39:* This was the period which began with the establishment of the Department and ended with the outbreak of war in 1939, which coincided with the departure of T. H. Searls. The Adult Education programme began with twenty-four courses and rose steadily until it passed 100 in 1934–35. It remained in three figures until the war, reaching its highest point in 1937–38 with 140 courses.

*1939–45:* The war had an immediate and serious effect on provision. The area, especially Hull, suffered continuously from air attacks and the programme fell to about two-thirds of what it had been in pre-war days, fluctuating between sixty-eight and seventy-four courses for the first four war years, but recovering in 1944–45 to ninety-seven courses. A good deal of the energy of the Department was directed to the organization of a large programme of

[1] *Trends in Adult Education*, ed. S. G. Raybould, (Heinemann, 1959).

work for H.M. Forces. G. E. T. Mayfield, one of the original staff tutors, became acting head of the Department on the departure of T. H. Searls.

*1945–60:* G. E. T. Mayfield was fully established as head of the Department and continued in office until retirement in 1960. Recovery from the effects of the war was rapid, the number of courses rose steadily, reaching 195 in 1951–52, but then declined and remained roughly in the neighbourhood of 140–150. The University College obtained its Charter as a University in 1955, but this had no apparent immediate effect on its adult education programme.

*1960–68:* The writer of this pamphlet became head of the Department and his appointment coincided with the beginning of a rapid expansion of the University. There was also a continuing expansion of adult education throughout the country. The Hull programme of courses rose steadily throughout the period and the number passed 300 by its end. The expansion of the University not only provided more part-time tutors but also made it possible to offer a greater variety of subjects.

### *The effects of the University's work*

During these forty years of the activities of the Department of Adult Education, there has been hardly a town or village in its area in which courses have not been provided, although a significant change differentiated the earlier from the later period. In the early days courses were provided regularly in quite small villages. This work has virtually ceased in the Yorkshire area to the north of the Humber, but continues in the Lincolnshire area to the south. To the north work has tended to become concentrated in the main centres of population and in recent years there has been a spectacular increase in Hull itself, probably related to the expansion of the University, now over four times larger than when it obtained its Charter.

Although it is not possible to estimate the effects of the University's adult education programme on the population it has served, a hint has been given by G. W. Gibson,[1] who worked in East Yorkshire as a staff tutor for Leeds University in the 'twenties. He said, in an autobiographical essay, that "There is no doubt that the decision in 1927 to found a University College in Hull had an enormous influence upon the mentality of leaders of thought in the whole region". It is impossible to disentangle the effects of the growth of a

[1] "Adult Education in East Yorkshire in the 1920's—some reminiscences", *Leeds University Review*, June, 1964, republished in *Adult Education in East Yorkshire 1875–1960* (Department of Adult Education, University of Hull, 1965).

University from general improvements in education in a region, but there seems "no doubt", to use Mr. Gibson's phrase, that it has been considerable. The fact that from the beginning until the present the University College/University has been strongly committed to the provision of adult education has greatly increased its influence on the local public.

## II PART-TIME TUTORS

Two types of tutor are used in adult education: those engaged in full-time work which is remunerated by salary and those engaged to take particular classes, who are paid a fee. Generally the greater part of the work is undertaken by part-time tutors. Hull stands high in the list as far as the proportion undertaken by full-time tutors is concerned and in recent years it has been in the neighbourhood of forty per cent of the whole programme.

The reasons for the employment of part-time tutors are numerous. A major one is that money to appoint full-time tutors has always been limited. Another is that the manpower needs of adult education are continually changing because of fluctuations in the demand for particular subjects. Therefore part-time tutors allow a degree of flexibility which would be impossible if adult education was staffed solely by full-time tutors. Another important point is that the adult education in which they engage has always been regarded as a university service to the public, and it has therefore been thought desirable to employ university teachers as tutors of classes when they are available. There are people who argue, in fact, that university programmes should be staffed only by university teachers, either full-time or part-time tutors from university internal departments. Finally university adult education always includes a number of occasional specialized courses, for which experts employed on a temporary basis are necessary.

The number of part-time tutors engaged to conduct classes by the Department of Adult Education from 1927–28 to 1967–68 was 634. Of them 250, or 39·4 per cent, were members of the University staff and 384, or 60·5 per cent, were recruited from other sources, including seventeen from other universities.

Table I gives the number of years of service they provided.

*Table I. Years of Employment of Part-time tutors*

| *Years* | *Number* | *Years* | *Number* | *Years* | *Number* |
|---|---|---|---|---|---|
| 1 | 276 | 9 | 9 | 17 | 2 |
| 2 | 117 | 10 | 4 | 21 | 2 |
| 3 | 92 | 11 | 2 | 22 | 1 |
| 4 | 47 | 12 | 5 | 26 | 1 |
| 5 | 23 | 13 | 2 | 32 | 1 |
| 6 | 24 | 14 | 2 | 35 | 1 |
| 7 | 11 | 15 | 1 | 36 | 1 |
| 8 | 7 | 16 | 3 | | |

From this table it may be calculated that those who had provided

only one year's service up to 1967–68 were 43·6 per cent of the total, those who provided one or two years service together were 62 per cent of the total, and those who had provided not more than three years service were 76·6 per cent of the total. Those who had given between 4 and 9 years service were 19 per cent of the total and those with ten or more years service were 4·4 per cent of the total.

These facts may be surprising but, except in the detail in which they are presented, they are not new. A few years ago a team of H.M.I.s[1] drew attention to the fact that enquiries they had made in a large number of W.E.A. Districts and University Extra-Mural Departments showed that of the part-time tutors employed nearly sixty per cent had not completed three years service. The number in the table who completed only one year, 276, looks large but when it is used to provide an average for each of 40 years it becomes only seven each year.

The number of tutors in relation to years of service may give an impression of inexperience which is greater than is justified. From personal knowledge the writer knows that eighteen of the tutors had had experience in adult education before they were employed as part-time tutors by Hull. Table I does not allow for this, since it records only the years of employment of part-time tutors for the University of Hull. Almost certainly the number who had had experience before employment by Hull would have been greater than the eighteen who are known, but the information was not recorded.

Another corrective of first impressions is to look at the amount of teaching which was undertaken. To simplify this I devised a rather rough, but I think sufficiently dependable, method. I counted work in units, each class of less than a full year counting as one unit and each class of one year's duration counting as two units. As I have said this is a rough method since it treats one year of a tutorial class as the same as a one-year sessional class, and a class of eighteen or nineteen meetings in the same as one of six meetings. Further, qualitative evaluation is impossible; if it was possible it would favour the longer as compared with the shorter courses. But the method used is good enough for the purpose for which it is intended.

Table II produces a very different picture from Table I. From it may be drawn the percentages of 9·3 of all part-time teaching done by tutors who provided only one year's service, 16·7 per cent for tutors who gave not more than two years and 29·5 per cent for tutors who gave not more than three years. A higher figure, 32 per cent, is obtained for the tutors with between four and nine years'

[1] *Training for Adult Education in England and Wales during the Session 1963–64* (Department of Education and Science, 1964).

*Table II. Units of teaching in relation to years of service of part-time tutors*

| *Years* | *Units* | *Years* | *Units* | *Years* | *Units* |
|---|---|---|---|---|---|
| 1 | 451 | 9 | 190 | 17 | 117 |
| 2 | 354 | 10 | 137 | 21 | 191 |
| 3 | 613 | 11 | 121 | 22 | 153 |
| 4 | 426 | 12 | 141 | 26 | 141 |
| 5 | 278 | 13 | 119 | 32 | 208 |
| 6 | 338 | 14 | 126 | 35 | 77 |
| 7 | 163 | 15 | 42 | 36 | 152 |
| 8 | 142 | 16 | 120 | | |
| | | | | Total | 4800 |

service and a still higher one, 38·4 per cent, from tutors with over ten years' service. Therefore the total picture becomes one weighted in favour of experience.

The next aspect of part-time teaching which may be looked at is the share of it of the internal teachers from the University College and University. As has already been said those tutors not members of the University teaching staff were in a majority, constituting 60·5 per cent of the total. But the distribution of work produces a figure more favourable to the University. The total number of years of service for the University teachers was 805 compared with 1,103 for those from outside the University, giving 42·1 per cent university and 57·8 per cent others. These percentages correspond closely with those obtained for units of teaching for each category, 1,991 units or 41·4 per cent for Hull University teachers and 58·5 per cent for the others.

Finally it is possible to look at the part-time tutors still available in 1967–68 and to compare the figures for their years of service with those of the part-time tutors no longer available.

Part-time tutors still available numbered 131 and those no longer available 503.

Of those still available 32·0 per cent had worked for only one year, 56·4 per cent had worked for one or two years, and 68·7 per cent for not longer than three years.

Of those no longer available 46·5 per cent worked for only one year, 63·4 per cent for one or two years, and 78·5 per cent for not more than three years.

Tutors with between four and nine years of service among those still available were 25·1 per cent and those with over ten years service 6·1 per cent: among those no longer available the percentages were 17·4 per cent for 4–9 years service and 3·9 per cent for over ten years service.

As far as units of teaching were concerned those still available had done 1,526 out of the total of 4,800. This means that they were roughly only 20 per cent of the total number of tutors but did 32 per cent of the teaching.

Since many of the tutors still available are sure to give further service these figures suggest that the recent trend is in favour of a longer average period of service and a higher average amount of teaching for each tutor. However, this is far from certain since the retirement of one or two of the tutors who have given long service would considerably change these comparative figures. Finally, if there is a trend towards longer periods of service I do not know any reason which would explain it, unless it is that a larger programme increases the possibility of continuing employment.

## III FULL-TIME TUTORS

Up to the end of 1967–68 the number of full-time tutors who had been employed by or were still in the employment of the Department of Adult Education numbered exactly fifty.

*Table III. Full-time tutors*

| *Years of service* | *Number* | *Still Working* | *Total years of service* |
|---|---|---|---|
| 1 | 5 | 2 | 5 |
| 2 | 6 | 2 | 12 |
| 3 | 4 | — | 12 |
| 4 | 4 | 1 | 16 |
| 5 | 7 | 1 | 35 |
| 6 | 3 | 1 | 18 |
| 7 | 4 | 2 | 28 |
| 8 | 2 | — | 16 |
| 10 | 2 | 1 | 20 |
| 11 | 1 | — | 11 |
| 12 | 1 | — | 12 |
| 13 | 1 | — | 13 |
| 14 | 1 | — | 14 |
| 16 | 1 | — | 16 |
| 17 | 1 | — | 17 |
| 19 | 1 | 1 | 19 |
| 20 | 1 | — | 20 |
| 21 | 4 | 4 | 84 |
| 29 | 1 | — | 29 |
| Total | 50 | 15 | 397 |

The contrast with the figures for part-time tutors is striking, for those with up to three years service constitute 30 per cent, those with 4–9 years 40 per cent, and those with ten or more years 30 per cent.

Combined years of service gives 7 per cent for those up to three years, 28 per cent for those from four to seven years, and 64 per cent for those with ten years or more.

The total volume of work of staff tutors consisted of 3,212 units, or 40 per cent of the total combined units of full and part-time work of 8,012 units. Of the 3,212 units, 207 or 6·4 per cent were undertaken by those with not more than three years experience, 907 or 28·2 per cent by those with from four to nine years experience, and 2,098 or 65·3 per cent by those with ten years or more experience. The difference from the position as far as the part-time tutors are concerned is thus very considerable.

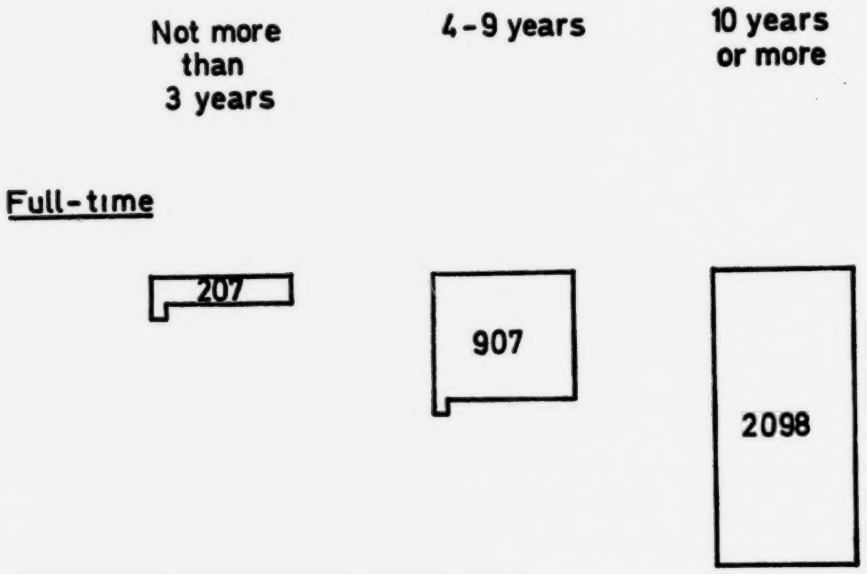
Although the work undertaken by part-time tutors who were not members of the university staff should not be disparaged, there is substance in the frequently expressed view that to be truly university work university adult education should be substantially undertaken by university teachers. As was shown in Chapter II the university proportion of part-time work was 41·5 per cent. If we take the total number of units we get the following result:

| | *Units* |
|---|---|
| Full-time staff tutors | 3,212 |
| University part-time tutors | 1,991 |
| Other part-time tutors | 2,809 |
| Total | 8,012 |

Thus the full-time staff tutors did 40 per cent of the work and part-time university tutors 24·8 per cent, making a total of just under 65 per cent, leaving 35 per cent for the other part-time tutors. It will be seen from this that it has been the work of the full-time staff tutors which has given reality to the claim that this was a university teaching service.

Diagrammatic illustration of the contrast between the volume of work done by full-time and part-time tutors, according to their years of service, is provided on the next page. It emphasises perhaps more strongly than the figures the preponderant contribution of tutors with long experience.

UNITS OF TEACHING. FULL-TIME AND PART-TIME TUTORS
1927-28 to 1967-68



## IV THE SHORT SERVICE PROBLEM

The main problem we must look at is that described by the H.M.I.s, the large humber of part-time tutors who work in adult education for such a short time that either they can hardly be held to gain any experience worth being so described, or have only begun to gain it when their work comes to an end. I do not think that the position of Hull can differ in any important respect from other universities. One feature of the work of Hull which might have helped to limit the number of experienced tutors in the early stages of its history, however, was the large number of small villages in which classes were arranged for only short periods. This undoubtedly caused the experience both of some students and their tutors to be short.

In addition to this there are a number of reasons why part-time tutors work only for short periods in adult education that are well-known. Some of the more frequent may be mentioned.

(1) Some tutors are recruited to give courses in subjects which are not steadily in demand.

(2) Many tutors new to adult education are young and thus soon leave the districts in which they are employed to take up appointments elsewhere.

(3) Tutors drawn from university internal departments often give up their work in adult education because of the need to pursue their research or secure more publications.

(4) Some tutors find the pressure of adult education teaching, which is additional to their normal day-time work, too oppressive to continue for more than a short period.

(5) Changes in the demand for particular subjects make it impossible every year to continue to use the services of a number of tutors. When their work is interrupted they frequently are not available to resume if opportunity appears again.

Behind reasons of this kind, however, is one that is deeper, more substantial and permanent. For the part-time tutor teaching in adult education is not a primary professional interest; he is a university lecturer, a College of Education lecturer, or a school teacher, and his work in adult education does not involve any serious degree of commitment. Therefore he easily gives it up. If he takes it on initially to obtain more money he may even regard it with some distaste, since it is extra work undertaken only through necessity; therefore he may feel relieved to be able to give it up when increments to his salary ease his position.

There is little knowledge of the attitudes of those part-time tutors who may be called transients to their work in adult education. Sometimes they have disappeared almost before they are properly known. On the other hand the attitudes of part-time tutors who give a period of service of some length is known, since they develop a sense of commitment to adult education and sometimes even find it more interesting than their full-time work.

One of the chief problems which arises because so many part-time tutors give such short periods of service is in connection with training. If, as the full-time professionals and Her Majesty's Inspectors believe, adult education requires skills and techniques different from those in other branches of education, and training for it is therefore desirable, there is little point in or hope of introducing training for tutors whose service is short and who must know that their adult work is not a serious commitment. Even the type of week-end or day conference which is offered annually in some departments and by some W.E.A. Districts must seem of little significance to those part-time tutors who see their adult education work as an unimportant side activity. Indeed of the forty-three per cent of part-time tutors who worked for Hull for only one year it is difficult to believe that many of them were ever attracted to any kind of conference. One cannot believe that tutors of this kind would ever take a training course which would make even moderate demands on their time. To seek training or to accept it when it is offered implies a degree of commitment which only those who plan to stay in adult education for an indefinite period must feel.

None the less among those who teach for only one year, or perhaps two, there are many who are gifted and well qualified and it is a pity if, assuming their subject is in steady demand, they depart from the adult education scene so rapidly. Probably some would be inclined to stay if they felt that adult education is more important than they do at present. Many, in fact, never think about adult education at all except in terms of the limited commitment into which they enter. I think, therefore, that a stronger attempt should be made to maintain a continuous discussion of adult education and to try to ensure that many more people become involved in it. I am sure, from experience, that it is an eminently discussable subject that touches life at many points and offers many challenges. At present discussion is limited to too few people in Hull and I suspect that even if the situation is better elsewhere it is not to any noticeable extent.

When I started this investigation I was impressed, and to some extent concerned, to discover that so many Hull part-time tutors had worked for the Department of Adult Education for such a brief span of time. As I proceeded I became equally impressed by the dis-

covery of the great volume of experience the work of long serving tutors represents. The figures, in fact, present an extraordinary contrast of extremes, 43 per cent of part-time tutors at one end who worked for only one year and just under 50 per cent of all teaching undertaken by tutors, part-time and full-time, who worked for the Department of Adult Education for ten years or more. The long serving tutors have constituted a body of workers who inevitably have commanded a deep knowledge of adult education. Their availability, however, has created a problem of inequality in the service we provide; the need for a tutor may be satisfied at one extreme by a person of long experience in the work, who may therefore be expected to give his students teaching enriched by deep knowledge of their interests and problems; at the other extreme students frequently get tutors whose knowledge of adult education is very limited and who do not stay long enough in the work to improve it to any noticeable extent. Obviously this situation is unsatisfactory, since it means that a substantial element of the work undertaken cannot possibly be performed well. While it is true that there must always be beginners there are too many who do not advance beyond this stage.

As I have said one way of inducing them to stay longer in adult teaching would be the initiation of more discussion of adult education. It might help also if a different method of payment for the services of part-time tutors was introduced. At present differentials are very restricted: Hull offers higher rates to certain categories of tutors, among them are those with substantial experience, but this higher rate and the normal constitute the range of difference. I know Hull does not differ noticeably from other universities, and an improvement might be a fee scale similar to the salary scale of full-time tutors. I should base this not on years of service but on the actual volume of teaching: for example an increment might be earned for every fifty teaching periods undertaken. This would place a greater valuation on experience and might induce more part-time tutors to continue with their work. In addition to the material inducement to continue in adult teaching the psychological situation would be changed in a way which I should expect to be generally beneficial. As a general proposition I cannot see that it can be other than true that fewer and more experienced part-time tutors should lead to an improvement in the quality of teaching.

As far as the full-time tutors are concerned it is interesting to note that distinction came mainly to those who served the Department of Adult Education for a reasonable or lengthy period of time. Hull has had no equivalent of Hugh Gaitskell, who worked for the Nottingham University College Department of Adult Education

for only one year before he moved on to become a national figure. In fact it has produced no politicians, the successes of ex-members of its staff have been mainly in the academic world, although Monica Sims was a staff tutor for four years before she went to the B.B.C. They included Alistair Smart, who is now Professor of Fine Art in the University of Nottingham, James Atkinson, Professor of Biblical Theology in the University of Sheffield, Professor Richard Hoggart of the University of Birmingham, Professor John Styan of the University of Michigan, and Dr. H. P. Rickman, Reader in Philosophy in the City University. All these stayed long enough as staff tutors for their experience to prove that work in adult education is not a barrier to academic advancement, indeed long enough to suggest that it could be a help rather than a hindrance. Smart and Atkinson were staff tutors for seven years, Hoggart for twelve years, Rickman for thirteen, and Styan for sixteen. Only three of the former staff tutors of the Department left to take up other appointments in adult education, but altogether twelve left to take up internal university appointments, a fact which suggests a greater unity between the basic work of universities and their adult education activities than is often supposed. It also suggests that at the centre of the effort that was made by the Department, in spite of the shifting population of short service part-time tutors, there was a strong element of high intellectual quality.

## V ADULT EDUCATION AS PUBLIC TEACHING

Although the statistics in this pamphlet reveal what must be regarded as one of the weaknesses of university adult education, the need for the continuing recruitment of part-time tutors who teach for only a short period of time, it also shows that a source of its strength is the opposite extreme, the considerable number of tutors who commit themselves to adult teaching for long periods. They are particularly noticeable among full-time tutors, for many of whom adult education is a vocation to which they devote either the whole or a large part of their working lives. But, as the figures show, this kind of service is by no means confined to them; many part-time tutors give it as well.

All who undertake teaching in adult education are public teachers, since in general the Departments by whom they are employed offer to teach any members of the public who elect to become their students. Those who become *established* public teachers, however, are those whose work continues for a number of years so that the students who benefit from their work become a substantial number. They develop a public reputation so that students know what to expect if they join their classes.

Although it is not unique in this respect, Hull has been fortunate in finding a good number of tutors of this kind. Inevitably the quality of their work has varied but all have had to possess the necessary qualities of personality and the power to create and maintain interest in their subjects in order to achieve the position they have attained. Some have moved on to become noteworthy figures in the wider academic world but those who have remained include a number whose scholarship has not necessarily been less but who have been totally absorbed by the work in which they have been engaged. They include teachers of drama, literature, music, economics, psychology, philosophy, industrial relations, history, archaeology, art and theology. The one field of study in which the record is not as impressive as is desirable is science, although it has not been without some notable practitioners. In recent years exceptional work has been done in geology with the aid of tutors from the Geology Department. They have created in Hull a system of related courses which enable students to begin with an introductory course and then to proceed to advanced courses, re-inforcing their work in the classroom by an annual series of expeditions to parts of the country of special geological interest. In other branches of science we have had professors who have had the capacity to rival the great Victorian masters of scientific exposition in the size of the audiences they can attract;

unfortunately they have been too busy to work in adult education other than intermittently.

In a very different field one of the part-time tutors who has served the Department of Adult Education for sixteen years is a teacher of Ancient Greek, at present a Senior Lecturer in the University. During his period of work he has established classes regularly in Hull and York, and occasionally in other places, resting from time to time to allow the demand for his subject to recover. But he is known as the tutor who teaches Ancient Greek and he knows almost precisely when it is the right time to propose that a new course should be offered. While his classes are in progress he keeps them in almost continuous operation until his students have achieved the standard of proficiency which he thinks their limit.

Numerous other part-time tutors who have played an important role as public teachers could be described. One, now a Reader in the French Department, has worked for the Department of Adult Education for twenty-one years and during that time has maintained a continuing and substantial programme of studies in French Literature. Another, Ida Teather, was so revered by her students that after her death they subscribed to create a fund which made it possible to establish an annual memorial lecture in drama.

The outstanding part-time tutor who has achieved a notable position as a public teacher has without doubt been Fred Brooks, who, when he retired two years ago was Reader in Medieval History in the University. He is the tutor who appears in the figures as having worked for thirty-six years, and the number would have been a few more if the second world war had not taken him temporarily from Hull. The large number of classes in history for which the Department has been responsible has been mainly a result of the impulse he gave at an early stage to its work. He not only taught classes but played the main part in founding a summer school in Local History, which was the first of its kind in Britain. He also taught two young men as undergraduates who took up adult education as their work and made a contribution to historical studies under the Department equal in magnitude to his own. One of them was a full-time tutor for nineteen years and then left to fill the gap in the University History Department left by Fred Brooks' retirement, the other has been on the staff of the Department for twenty-one years and is still with it. In the course of his adult education teaching Fred Brooks took numerous classes in York and became a leading authority on its history. In 1968 the University of York recognized the work he had done, as historian and public teacher, by conferring on him an honorary doctorate.

The best known among the staff tutors who have worked for the Department is Richard Hoggart, who was on its staff from 1947 to 1958, towards the end of which time he wrote and published *The Uses of Literacy*. His own record of his experiences as a public teacher of literature and the ideas he developed as a result is available for anybody who wishes to study them in a pamphlet called *Teaching Literature*.[1] This contains one short passage which outlines a problem a public teacher has to solve that is not confined to those who teach literature.

> "The tutor has the difficult task of trying to establish the right sort of relationship with his group, and with each individual in it; and these relationships will be peculiarly intimate. He has to accept this as a proper characteristic of the work while resisting the temptation to set up as a lay-priest or psycho-therapist. There are many bad kinds of intimate relationship; to find and maintain a good one demands a continuous process of tact and humility. The best safeguard is the disciplined study of the subject, in the shared assumption that discipline is salutory and must be obeyed".

John Styan joined the Department later than Richard Hoggart, and stayed for sixteen years. For most of this time he travelled over 7,000 miles a year to his classes. In particular Whitby and Robin Hood's Bay became wholly dependent on him for the teaching of Literature and Drama. When he was away for a year on leave of absence Whitby could not maintain its literature class, when he returned it was easily re-established. For years he conducted a tutorial class for the Townswomen's Guild in York, and made it into one of the best in the Department's programme.

In spite of his travelling and his teaching he found time to write and a series of books appeared as a result, *Elements of Drama*, *The Dark Comedy*, and *Shakespeare's Stagecraft*. The first of these came to the attention of American universities and he began to receive invitations from them. In the end he accepted one from the University of Michigan, where he is still teaching.

The careers of Hoggart and Styan, in fact, illustrate one victory which university adult education in Britain so far has not managed to win. So far no teacher as a teacher has been given professorial status. A good number have achieved Senior Lecturer status and a few Readerships, but the highest level so far has not been conceded and those who legitimately desire it and deserve it have had to give up their work as full-time public teachers and move over to the teaching of undergraduates. I hope that some readers of this pamphlet will

[1]Published by the National Institute for Adult Education, and the Department of Adult Education, University of Hull, 1963.

share my belief that public teaching of the kind I have described is one of the most striking achievements of British universities during the last hundred years, and that the day will come when its practitioners begin to receive the final recognition they deserve.

Finally this pamphlet has dealt with the University College and University of Hull, but its work in adult education is not unique; all the universities which have engaged in this work for long periods could produce examples similar to those given in this chapter. In a number of universities, indeed, public teachers in adult education were well established before the University College of Hull was founded. Hull's record, in fact, illustrates the way in which a young institution can adopt principles and practices established elsewhere and find the persons who will make them effective. The main significance of the information I have given, therefore, is that it provides a local illustration of a branch of university activity found throughout the whole of the United Kingdom. Obviously, as some of the facts about part-time tutors show, it has its weaknesses, but it is equally obvious that it enabled the University College and University of Hull to make a significant and appropriate contribution to the intellectual life of the region to which it belongs.

## A NOTE ON TWO MARGINAL DIFFICULTIES

An explanation of two difficulties, although only of marginal importance, in the record outlined seems necessary.

They are:

(1) A few of the full-time tutors worked as part-time tutors either before or after their full-time appointments. They appear in the statistics, therefore, as both part-time and full-time tutors. This seemed to me the correct way to deal with this difficulty. The total amount of part-time work they undertook was small as a proportion of the whole.

(2) The records available do not cover work at summer schools, weekend courses and day schools. If information about activities of this kind had been available the main features of the general picture would not have been altered. Generally speaking, the longer a tutor is employed by the Department of Adult Education the more likely he is to engage in work of this kind. On the other hand, assistance is often required from people with specialist knowledge, who undertake only one engagement, often only a single lecture.



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